DOCUMENT RESUME

ED 301 613 UD 026 493

TITLE Guidelines for Mini-Grants: Child Nutrition, E.C.I.A. Chapter 1, E.C.I.A. Chapter 2, Exceptional Children, JTPA, Migrant Education.

INSTITUTION National Academy of Sciences - National Research Council, Washington, DC. Commission on Life Sciences.

PUB DATE 88

NOTE 46p.; For the 1987 guidelines, see ED 292 905. Portions printed on colored paper.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Compensatory Education; Educational Finance; Elementary Secondary Education; Exceptional Persons; Federal Aid; *Grants; *Grantsmanship; Guides; Job Training; Migrant Programs; Nutrition; Preschool Education; *Program Proposals; *Proposal Writing; Supplementary Education; *Validated Programs

IDENTIFIERS Child Nutrition Programs; Education Consolidation Improvement Act Chapter 1; Education Consolidation Improvement Act Chapter 2; Exceptional Child Education Resources; Job Training Partnership Act 1982; *National Diffusion Network; North Carolina

ABSTRACT

Competitive mini-grants are available to local education agencies in North Carolina for the implementation of nationally validated programs from the National Diffusion Network (NDN) in the following areas: (1) Child Nutrition; (2) Education Consolidation and Improvement Act (ECIA) Chapter 1; (3) Education Consolidation and Improvement Act (ECIA) Chapter 2; (4) Exceptional Children; (5) Job Training Partnership Act (JTPA); and (6) Migrant Education. Grants implemented during 1987-88 proved to be a cost-effective way to use limited Federal funds and produce beneficial results for teachers and students. Selection of grant recipients will be on the basis of competitive project proposals which must be received no later than October 26, 1988. Both individual and joint proposals will be considered. The funding period will be December 2, 1988 through June 30, 1989. This manual includes the following: (1) guidelines for submitting proposals in each area; (2) forms to be completed; and (3) sample proposals. Each section is color-coded for easy location. (FMW)

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Guidelines for

Mini-Grants

Child Nutrition

E.C.I.A. Chapter 1

E.C.I.A. Chapter 2

Exceptional Children

JTPA

Migrant Education

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UDWKS93

Support Services Area
North Carolina Department of Public Instruction

INTRODUCTION

The Support Services Area offers competitive mini-grants to local education agencies for the implementation of nationally validated programs from the National Diffusion Network (NDN) in the following areas: Child Nutrition, ECIA Chapter 1, ECIA Chapter 2, Exceptional Children, JTPA, and Migrant Education. This program is in its fourth year and has been expanded since grants implemented during the past year proved to be a cost effective way to use our limited federal funds and receive beneficial results for teachers and students.

Selection of grant recipients will be on the basis of competitive project proposals which must be received no later than October 26, 1988. Local education agencies interested in applying may submit either an individual proposal or a joint proposal with one or more additional LEAs for each of the six (6) funding sources. The funding period will be December 2, 1988, through June 30, 1989.

Included in this manual are guidelines for submitting proposals in each area, instructions for preparation of proposals, forms to be completed, sample proposals and other pertinent information. Each section has been color-coded for easy location.

Many opportunities for expanding and strengthening programs for more effective schools are being made possible through these mini-grants. Local education agencies are encouraged to review the manual carefully for areas that may be beneficial to their school system.

Theodore R. Drain
Assistant State Superintendent
Area of Support Services

CHILD NUTRITION MINI-GRANTS

PURPOSE

The purpose of the Child Nutrition mini-grant initiative is to provide supplemental funds for local education agencies (LEAs) to adapt exemplary programs from the National Diffusion Network in the area of nutrition education.

ELIGIBILITY

A local education agency may submit an individual proposal or a joint proposal with one or more additional LEAs. If an LEA submits a joint proposal as part of a consortium, the application will constitute the one project submission for that LEA.

FUNDING

Funding for a Child Nutrition mini-grant is contingent upon the availability of funds as determined by Congress through authorization of the Nutrition Education and Training Program. The funds awarded for each grant will range from $2,000-$4,500 depending on the requirements of the project being adapted. Projected funds may be used to support those expenses recommended by the demonstration project as being essential to implement the major components of the new program. Allowable costs include expenses for staff development and consultation fees for approved representatives from the demonstration project as well as their travel expenses to your school system. Instructional materials and supplies essential for the initial training and implementation costs may be charged to the grant. No new personnel or extended employment for existing personnel or out-of-state travel for LEA staff is to be paid through these grants. Indirect costs may be included to cover some of the administrative costs.

DURATION OF PROJECT

The funding period for the Child Nutrition mini-grants will begin December 2, 1988. The final date for obligation of any grant expenses is June 30, 1989.

SELECTION PROCESS

The initial review of all proposals will be at the state level. A team of readers will be used to evaluate and rate each of the applications independently. Funding will be awarded based on the final ranking of all applications.

TIMELINE

August 1, 1988	State Education Agency (SEA) mails guidelines and applications to local education agency (LEA)
September 27-28, 1988	Awareness Conference (Assist with preparation of proposals)
October 26, 1988	Deadline for receipt of proposals from LEA to SEA
November, 1988	SEA conducts review and rating of proposals
December 2, 1988	SEA recommends projects to State Board of Education for funding
	SEA notifies LEAs of proposals selected for funding
	LEAs begin planning and training for adopting demonstration projects
June 15, 1989	All training completed
June 30, 1989	LEAs make final obligation of expenditures

ASSISTANCE

School systems may receive assistance in the preparation of the application by contacting the Nutrition Education and Training Coordinator, Division of Child Nutrition, Education Annex I, 217 W. Jones Street, Raleigh, North Carolina 27603-1336, (919/733-7162) or the North Carolina State Facilitator Project, Department of Public Instruction, 116 West Edenton Street, Raleigh, North Carolina 27603-1712, (919) 733-7037.

PROPOSAL FORMAT

Six (6) copies of the proposal should be submitted to V. Alean Miller, North Carolina Facilitator Project, N.C. Department of Public Instruction, 116 W. Edenton Street, Raleigh, North Carolina 27603-1712. Each proposal should include the material outlined on the white pages at the end of the manual.

Cover Sheet
Narrative - Items II-V
Form I - Operational Plan
Form II - Budget

SEND PROPOSALS TO:
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North Carolina Facilitator Project
N. C. Department of Public Instruction
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Raleigh, North Carolina 27603-1712

ECIA CHAPTER 1 MINI-GRANTS

PURPOSE

The purpose of the ECIA Chapter 1 mini-grant initiative is to provide funds to local education agencies (LEAs) to improve the level of achievement of disadvantaged children by adapting exemplary programs from the National Diffusion Network. The programs selected must be designed to improve the quality of instruction to educationally deprived children from low-income areas and children in local institutions for neglected or delinquent children.

ELIGIBILITY

A local education agency may submit an individual proposal or a joint proposal with one or more additional local education agencies. If an LEA submits a joint proposal as part of a consortium, the application will constitute the one project submission. One LEA is designated as fiscal agent for the consortium.

FUNDING

Funding for each Chapter 1 mini-grant will range from $2,000-$6,000 depending on the requirements of the project being adapted. Funds may be used to support those expenses recommended by the demonstration project as being essential to implement the major components of the new program. Allowable costs include expenses for staff development, consultant fees for approved representatives from the demonstration project as well as their travel expenses to your school system. Instructional materials and supplies essential for the initial training and implementation costs may be charged to the grant. However, new personnel, extended employment for existing personnel, or out-of-state travel for LEA staff may not be charged to the grant. Indirect costs may be figured to cover some of your administrative costs. Chapter 1 funded proposals must have the approval of the LEA Chapter 1 director.

DURATION OF PROJECT

The funding period for ECIA Chapter 1 mini-grants will begin December 2, 1988. The final date for obligation of any grant expenses is June 30, 1989.

SELECTION PROCESS

The initial review of all proposals will be at the state level. After the initial screening, a team of readers will review and rate all the proposals in accordance with established criteria. Funding will be awarded based on the final ranking of all applications.

TIMELINE

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	LEAs begin planning and training for adopting demonstration projects
June 15, 1989	All training completed
June 30, 1989	LEAs make final obligation of expenditures

ASSISTANCE

School systems may receive assistance in the preparation of the application by contacting the Division of Support Programs, Compensatory Education Section, 116 W. Edenton Street, Raleigh, North Carolina 27603-1712 (919-733-7665) or the North Carolina State Facilitator Project, Department of Public Instruction, 116 West Edenton Street, Raleigh, North Carolina 27603-1712, (919) 733-7037.

PROPOSAL FORMAT

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PRIORITY AREAS FOR ECIA CHAPTER 1
MINI-GRANTS

1. BASIC SKILLS (Reading, language arts, mathematics)

Students who enter school with skills far behind their peers or those who fall far behind after entering school may find higher standards forbidding barriers rather than positive challenges. With additional help, these students can benefit fully from the opportunities of education. These funds will help eligible students to strengthen their skills as well as assist them in attaining the state-established standards for basic skills performance. Programs are designed to provide supplementary instructional and support services to eligible students based on needs assessment data.

2. PARENTAL INVOLVEMENT

Educational research has clearly established that success in school is more likely to occur in an active partnership among students, parents, educators, and community. Innovative parental involvement captures the time and energy of parents and children living in very different family arrangements than in the past.

To involve parents, we can help them understand and participate in the educational process of their children. Through successful programs, we can help parents to acquire positive attitudes about academics and understand the value of helping their own children in school. By keeping parents informed of educational changes and choices and consequences for children, we help them to enhance home environments to become conducive to learning.

A cooperative program that involves parents as partners provides the opportunity for parents to become a vital part of the educational venture.

3. AFTER-SCHOOL PROGRAMS

After-school programs that provide for supplemental instruction through extra-class activities should focus on the educational needs, but not ignore the social and cultural needs of educationally deprived children and their families.

The extended-day curriculum provides for flexibility of planned activities appropriate to the intellectual achievement of individual students.

4. PRESCHOOL PROGRAMS

Research indicates that children who have had preschool experiences perform better than those who have not. The early years of a child's life are the foundation upon which skills will be built. This is a basic step toward providing readiness experiences so necessary for educationally deprived children from low-income areas. Such programs can improve student performance in school from the elementary through the secondary level. Preschool programs foster the maximum development of students in accordance with their needs, interests and abilities.

ECIA CHAPTER 2 MINI-GRANTS

PURPOSE

The purpose of the ECIA Chapter 2 mini-grant initiative is to provide funds for local education agencies (LEAs) to adapt exemplary programs from the National Diffusion Network which address the following priorities: Basic Skills, Alternative Learning for High-Risk Students, Transition from School to Working Life for Handicapped Students, Student Services, Declassified Children, Gifted Education, Alcohol and Drug Abuse Prevention/Intervention. A brief description of each priority area has been provided.

ELIGIBILITY

A local education agency may submit an individual proposal or a joint proposal with one or more additional local education agencies. If an LEA submits a joint proposal as part of a consortium, the application will constitute the one project submission of that LEA.

FUNDING

Funding for each Chapter 2 mini-grant will range from $2,000-$6,000 depending on the requirements of the project being adapted. Funds may be used to support those expenses recommended by the demonstration project as being essential to implement the major components of the new program. Allowable costs include expenses for staff development, consultant fees for approved representatives from the demonstration project as well as their travel expenses to your school system. Instructional materials and supplies essential for the initial training and implementation costs may be charged to the grant. No new personnel or extended employment for existing personnel or out-of-state travel for LEA staff is to be paid through these grants. Indirect costs may be figured to cover some of your administrative costs.

DURATION OF PROJECTS

The funding period for ECIA Chapter 2 mini-grants will begin December 2, 1988. The final date for obligation of any grant expenses is June 30, 1989.

SELECTION PROCESS

The initial review of all proposals will be at the regional center. After the initial screening, a team of readers will review and rate all the proposals in accordance with established criteria. Funding will be awarded based on the final ranking of all applications.

TIMELINE

August 1, 1988	State Education Agency (SEA) mails guidelines and applications to local education agency (LEA)
September 27-28, 1988	Awareness Conference (Assist with preparation of proposals)
October 26, 1988	Deadline for receipt of proposals from LEA to SEA
November, 1988	SEA conducts review and rating of proposals
December 2, 1988	SEA recommends projects to State Board of Education for funding
	SEA notifies LEAs of proposals selected for funding
	LEAs begin planning and training for adopting demonstration projects
June 15, 1989	All training completed
June 30, 1989	LEAs make final obligation of expenditures

ASSISTANCE

School systems may receive assistance in the preparation of the application by contacting the Division of Federal Assistance, Education Annex I, 217 W. Jones Street, Raleigh, North Carolina 27603-1336, (919-733-4591) or the North Carolina State Facilitator Project, Department of Public Instruction, 116 West Edenton Street, Raleigh, North Carolina 27603-1712, (919) 733-7037.

PROPOSAL FORMAT

Six (6) copies of the proposal should be submitted to V. Alean Miller, North Carolina Facilitator Project, N.C. Department of Public Instruction, 116 W. Edenton Street, Raleigh, North Carolina 27603-1712. Each proposal should include the material outlined on the white pages at the end of the manual.

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North Carolina Facilitator Project
N. C. Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712

PRIORITY AREAS FOR ECIA CHAPTER 2

MINI-GRANTS

1. BASIC SKILLS (Reading, language arts, writing, mathematics, science and social studies)

All subject areas listed above are included in either the Annual or the Competency Testing Programs administered by the state. Results from these tests and those provided by local instructional personnel will reveal that many students need to strengthen their skills in these areas.

Basic skills instruction should be correlated to the competency-based curriculum and the N.C. Standard Course of Study. The program should reflect a sequence and progression that ensures acquisition of the identified skills. Provisions for diagnosing a student's status related to the objectives for any of the basic skills areas should be an integral part of an instructional program.

2. DROPOUT PREVENTION/ALTERNATIVE LEARNING FOR AT-RISK STUDENTS

This program area provides resources for services to at-risk students. The program's goal is to keep students in school. Services ranging from prevention and early intervention to remediation as well as the coordination of the services and the staff development needed to accomplish them are appropriate for adaptions. Emphasis may also be placed on counseling and parent involvement.

As stipulated in the law and State Board of Education policies, students at certain grade levels will be required to show mastery of specific competencies before being promoted. If students' test scores reveal any deficiencies, they will be provided an opportunity to attend summer school. School personnel (including teachers, instructional support staff, and administrators) need to consider how the curriculum content and instructional methods may be modified within the regular classrooms and the special summer school programs to benefit at-risk students.

3. TRANSITION FROM SCHOOL TO WORKING LIFE FOR HANDICAPPED STUDENTS

Educable and trainable mentally handicapped, learning disabled, emotionally handicapped, and visual/hearing impaired students need additional assistance in making the transition from school to working life. The transition from school to working life is an outcome-oriented process encompassing a broad array of services and experiences that lead to employment. With a clearer understanding of each student's capabilities and the school and community resources, better pre-vocational and job readiness training programs can be developed and implemented. These activities will enable the students to locate jobs for which they have been properly prepared.

4. STUDENT SERVICES

The increased need for student services at all levels has been fueled by greater personal, emotional, social, and educational concerns being presented by today's children and their parents. Programs that are innovative and comprehensive and which address the multiple needs of students are appropriate for adaption. Such programs may include the areas of critical thinking, counseling, guidance, problem solving, early intervention, pre-school screening, and in-service for teachers. Programs that employ a combination of services and techniques are also appropriate.

5. DECLASSIFIED CHILDREN

New regulations became effective January 1, 1985, for the declassification of exceptional children. Many school systems have a large number of learning disabled and gifted students who no longer qualify to receive services. Teachers who are responsible for these students need assistance in preparing materials and information suitable to meet the various learning styles these children possess.

6. GIFTED EDUCATION

Projects are often developed for gifted and high-ability students and can be adapted to augment existing services to identified academically gifted students in several ways. Projects that focus on (1) grade levels such as K-1 that are currently not being served, (2) content areas such as math or science that are not being served in grades 7-12, (3) topical units or ideas such as philosophy, economics or robotics that are applicable to enrichment services or content areas classes, and (4) skill development activities such as critical thinking and problem solving that are applicable to a variety of grade levels and content areas are appropriate for adaptions.

7. ALCOHOL & DRUG ABUSE PREVENTION/INTERVENTION

Services to children in the areas of comprehensive, K-12 prevention strategies, and early identification/intervention activities with students-in-trouble are the priorities for projects in this area. Prevention efforts should focus upon curriculum implementation, and peer interaction alternative programs for youth with high "sensation-seeking" needs. Intervention programs should concentrate as assessment/referral, peer helping and student assistance models, in-school suspension, etc. The ultimate objective is to reduce substance use and to keep students in school. Coordination and support of school personnel, students, parents, and community resources are critical to the success of these projects.

EXCEPTIONAL CHILDREN MINI-GRANTS

PURPOSE

The purpose of the Exceptional Children mini-grant initiative is to provide supplemental funds for local education agencies (LEAs) to adapt exemplary programs from the National Diffusion Network which meet the unique needs of handicapped students.

ELIGIBILITY

The local education agency with an approved EHA Title VI-B project may submit an individual proposal or a joint proposal with one or more additional school units. If an LEA submits a joint proposal as part of a consortium, the application will constitute the one project submission for that LEA.

FUNDING

Funding for an Exceptional Children mini-grant will range from $2,000-$6,000 per grant depending on the requirements of the project being adapted. Funds may be used to support those expenses recommended by the demonstration project as being essential to implement the major components of the new program. Allowable costs include expenses for staff development, consultant fees for approved representatives from the demonstration project as well as their travel expenses to your school system. Instructional materials and supplies essential for the initial training and implementation costs may be charged to the grant. No new personnel or extended employment for existing personnel or out-of-state travel for LEA staff is to be paid through these grants. Indirect costs may be figured to cover some of your administrative costs. The mini-grant will be added to the LEA's EHA Title VI-B budget through the amendment process.

DURATION OF PROJECTS

The funding period for Exceptional Children mini-grants will begin December 2, 1988. The final date for obligation of any grant expenses is June 30, 1989.

SELECTION PROCESS

The initial review of all proposals will be at the regional center. The final review will be done by the Raleigh-based staff. A team of readers will be used to evaluate and rate each of the applications independently. Funding will be awarded based on the final ranking of all applications.

TIMELINE

August 1, 1988	State Education Agency (SEA) mails guidelines and applications to local education agency (LEA)
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	SEA notifies LEAs of proposals selected for funding
	LEAs begin planning and training for adopting demonstration projects
June 15, 1989	All training completed
June 30, 1989	LEAs make final obligation of expenditures

ASSISTANCE

School systems may receive assistance in the preparation of the application by contacting the Division for Exceptional Children, 116 W. Edenton Street, Raleigh, North Carolina, 27603-1712 (919-733-3921) or the North Carolina State Facilitator Project, Department of Public Instruction, 116 West Edenton Street, Raleigh, North Carolina 27603-1712, (919) 733-7037.

PROPOSAL FORMAT

Six (6) copies of the proposal should be submitted to V. Alean Miller, North Carolina Facilitator Project, N.C. Department of Public Instruction, 116 W. Edenton Street, Raleigh, North Carolina 27603-1712. Each proposal should include the material outlined on the white pages at the end of the manual.

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North Carolina Facilitator Project
N. C. Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712

JOB TRAINING PARTNERSHIP ACT (JTPA) - 8%
MINI-GRANTS

PURPOSE

The purpose of the JTPA mini-grant initiative is to provide supplemental funds for local education agencies (LEAs) to adapt exemplary programs from the National Diffusion Network which meet the unique needs of their respective JTPA eight-percent program students. The categorical nature of JTPA funds restrict their use to eligible JTPA students. Quality instruction and services in assessment, pre-employment skills, career exploration and basic/remedial education are top priorities for this program.

ELIGIBILITY

A local education agency with an existing eight-percent JTPA program may submit an individual proposal. The mini-grant may only fund programs and services to JTPA-eligible students.

FUNDING

Funding for JTPA mini-grants will range from $2,000-$6,000 per grant depending on the requirements of the project being adapted. Funds may be used to support those expenses recommended by the demonstration project as being essential to implement the major components of the new program. Allowable costs include expenses for staff development, consultant fees for approved representatives from the demonstration project as well as their travel expenses to your school system not to exceed one-fourth of the total grant. Instructional materials and supplies essential for the initial training and implementation costs are to be charged to the grant. No new personnel or extended employment for existing personnel or out-of-state travel for LEA staff is to be paid through these grants. Indirect costs may be figured to cover some of your administrative costs.

DURATION OF PROJECT

The funding period for the JTPA mini-grant will begin December 2, 1988. The final date for obligation of any grant expenses if June 30, 1989.

SELECTION PROCESS

The initial review of all proposals will be at the state level. A selection committee will be used to evaluate and rate each of the applications independently. Funding will be awarded based on the final ranking of all applications.

TIMELINE

August 1, 1988	State Education Agency (SEA) mails guidelines and applications to local education agency (LEA)
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	SEA notifies LEAs of proposals selected for funding
	LEAs begin planning and training for adopting demonstration projects
June 15, 1989	All training completed
June 30, 1989	LEAs make final obligation of expenditures

ASSISTANCE

School systems may receive assistance in the preparation of the application by contacting the Division of Support Programs, 116 W. Edenton Street, Raleigh, North Carolina, 27603-1712 (919-733-5461) or the North Carolina State Facilitator Project, Department of Public Instruction, 116 West Edenton Street, Raleigh, North Carolina 27603-1712, (919) 733-7037.

PROPOSAL FORMAT

Six (6) copies of the proposal should be submitted to V. Alean Miller, North Carolina Facilitator Project, N.C. Department of Public Instruction, 116 W. Edenton Street, Raleigh, North Carolina 27603-1712. Each proposal should include the material outlined on the white pages at the end of the manual.

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Raleigh, North Carolina 27603-1712

PRIORITY AREAS FOR JTPA

MINI-GRANTS

1. ASSESSMENT

A major component of all JTPA programs is assessment. JTPA participants must be assessed and individual plans developed to reflect their needs.

Assessment should be provided to all students in order to design individual employability/educational plans and make appropriate referrals. Academic and employability assessments are required.

2. PRE-EMPLOYMENT SKILLS

JTPA students are to be provided the necessary skills and training to compete in the labor market upon high school graduation. Pre-employment skills training provides students the opportunity to prepare themselves for the world of work.

3. CAREER EXPLORATION

JTPA students are to be provided the opportunity to explore careers and set realistic career goals on their individual employability/educational plan. Often students are unprepared for the career world due to the lack of preparation and education on available careers.

4. BASIC/REMEDIAL EDUCATION

The objective of JTPA programs is to prepare students for employment upon high school graduation. The demand by employers for literate workers has placed more emphasis on providing JTPA students with basic skills, and referrals to remedial education should be provided as a part of the student's plan as appropriate.

MIGRANT EDUCATION MINI-GRANTS

PURPOSE

The purpose of the Migrant Education mini-grant initiative is to provide supplemental funds for local education agencies (LEAs) to adapt exemplary programs from the National Diffusion Network which meet the unique needs of migrant students. The categorical nature of migrant funds restricts their use to qualifying migrant students. Quality instruction and services based on individual student needs are top priorities for this program.

ELIGIBILITY

A local education agency with an approved migrant education project may submit an individual proposal or a joint proposal with one or more additional local education agencies. If an LEA submits a joint proposal as part of a consortium, the application will constitute the one project submission for that LEA.

FUNDING

Funding for a Migrant Education mini-grant will range from $2,000-$6,000 per grant depending on the requirements of the project being adapted. Funds may be used to support those expenses recommended by the demonstration project as being essential to implement the major components of the new program. Allowable costs include expenses for staff development, consultant fees for approved representatives from the demonstration project as well as their travel expenses to your school system. Instructional materials and supplies essential for the initial training and implementation costs may be charged to the grant. No new personnel or extended employment for existing personnel or out-of-state travel for LEA staff is to be paid through these grants. Indirect costs may be figured to cover some of your administrative costs.

DURATION OF PROJECT

The funding period for Migrant Education mini-grants will begin December 2, 1988. The final date for obligation of any grant expenses is June 30, 1989.

SELECTION PROCESS

The initial review of all proposals will be at the state level. A team of readers will be used to evaluate and rate each of the applications independently. Funding will be awarded based on the final ranking of all applications.

TIMELINE

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ASSISTANCE

School systems may receive assistance in the preparation of the application by contacting the Division of Support Programs, 116 W. Edenton Street, Raleigh, North Carolina 27603-1712, (919-733-5461) or the North Carolina State Facilitator Project, Department of Public Instruction, 116 West Edenton Street, Raleigh, North Carolina 27603-1712, (919) 733-7037.

PROPOSAL FORMAT

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Raleigh, North Carolina 27603-1712

PRIORITY AREAS FOR MIGRANT EDUCATION
MINI-GRANTS

1. ACADEMIC SKILLS (Reading, language arts, mathematics, oral language, and early childhood education)

A major goal of North Carolina's Migrant Education Program is to assist eligible students in attaining the state-established standards for basic skills performance. Migrant education projects are designed to provide special supplementary instructional and support services to migrant students based on needs assessment data. Each migrant student should have an individualized educational plan as a vital part of his/her school program.

2. BILINGUAL EDUCATION

Children who do not speak English or share the cultural background of other children in their classrooms face difficult and sometimes overwhelming obstacles to learning. The Bilingual Education Program offers a multi-language approach which provides learning experiences in whatever language is necessary to continue and enrich the education of the migrant child. The program should offer educational development opportunities for non-English speaking and limited-English speaking migrant students by instructing them in their native languages as well as English language instruction. Cultural factors are as important as linguistic factors in educating limited English proficient students. Teachers who are successful are those who have a thorough knowledge of both the implicit and explicit aspects of their students' culture(s).

3. PARENT INVOLVEMENT

Under Chapter 1 of the Education Consolidation and Improvement Act (ECIA), parents and teachers of migrant children must be provided with opportunities to contribute their views about program operation as it relates to their children's education. Parental involvement is critical to children's educational success. Parental involvement is essential to migrant education, for participation offers the opportunity to help the children improve communication by which needs may be identified and cooperation may be enlisted in improving performance levels of children. Parental participation serves to facilitate dissemination of information, enrich the curriculum, and further the integration of the migrant family into the community. A good parent involvement program is a "family affair."

4. MIGRANT HANDICAPPED STUDENTS

The mobility of migrant students who may cross many school districts and state lines poses perplexing problems for educators in the design and delivery of educational services. The migrant handicapped student has more problems than those associated with mobility. The barriers created by his handicapping conditions hinder his full participation in most school programs. A good migrant handicapped program should focus on at least four main areas: access to services, availability of services, appropriateness of services, and continuing of services.

5. MIGRANT YOUTH DROPOUT PREVENTION PROGRAM

When migrant youth reach 15-16 years of age, when middle-American youth are thinking of proms and driver's licenses, migrants begin to think of earning a living. More than half of migrant youth drop out of school before their class graduates. Migrant dropout prevention programs should focus on the social, educational, economic, and cultural issues related to migrant youth and their families. The program must provide options for educational and career decisions by migrant youth and their families. School personnel must utilize all available resources to help migrants stay in school until they graduate.

6. PRESCHOOL

The unique lifestyles and mobility of migrant families necessitate an educational environment responsive to the special needs of their young children. The migrant preschool program places special emphasis on early assistance to their preschool children through experiences designed to foster the maximum development of the total child while respecting their unique needs, interests, and abilities. The extended-day curriculum is responsive to the needs of migrant children by offering a balanced and flexible program of planned activities appropriate to the children's social, emotional, physical, and intellectual levels.

FORMAT FOR PREPARATION OF PROPOSALS

PROPOSAL PREPARATION

ALL PROPOSALS MUST NOT EXCEED FIVE (5) DOUBLE-SPACED PAGES WHICH ADDRESS ITEMS TWO (II) THROUGH FIVE (V) LISTED BELOW. AN EXPLANATION FOR THE BUDGET SHOULD BE SHOWN AT THE BOTTOM OF THE BUDGET PAGE. ONLY THE ECIA CHAPTER 1, ECIA CHAPTER 2, AND MIGRANT APPLICATIONS SHOULD INCLUDE THE APPENDIX FOR PRIVATE SCHOOL PARTICIPATION.

I. Cover Sheet

- Must be signed by the superintendent.

II. Program Abstract/Statement of Need

- Provide a brief abstract of the proposed program
- Describe and substantiate the local and/or state need(s) which the program will address.

III. Implementation

- Describe how the proposed adaption will address your identified need(s).
- Describe the services that will be provided by the demonstration program (i.e., training materials, evaluation, follow-up).
- Identify the person who will coordinate the program and that person's major area(s) of responsibility.
- Use Form I to prepare an operational plan for the program.

IV. Anticipated Benefits/Results

- Provide a statement on the anticipated benefits for participants in the program.

V. Dissemination

- Explain how the results of the adaption will be shared within the LEA and the region and with other LEAs across the state.

VI. Budget

- Use Form II to prepare an estimated budget.

  This budget should reflect only those funds necessary for initial training, staff development, and essential materials and supplies required to implement the program.

VII. Appendix: Private School Participation (Form III)

(For ECIA Chapter 1, ECIA Chapter 2, and Migrant Proposals Only)

REMINDER: Private schools within the LEA boundary are to be contacted during initial planning for participation.

APPLICATION FOR MINI-GRANT

NAME & ADDRESS
LOCAL EDUCATION AGENCY

YOUR EDUCATIONAL REGION 1 2 3 4 5 6 7 8

CONTACT PERSON: TELEPHONE:

NAME OF (NDN) DEMONSTRATION PROJECT

_____

TOTAL BUDGET REQUEST

$ _____

NUMBERS TO BE TRAINED:

TEACHERS _____

ADMINISTRATORS _____

OTHERS _____

STUDENTS TO BE SERVED:
List grade(s) and number to be served at each grade(s).

NAME OF SCHOOL(S) WHERE PROGRAM WILL BE IMPLEMENTED:

_____

_____

IF PROJECT IS MULTI-UNIT, IDENTIFY THE OTHER PARTICIPATING LEAS:

_____

_____

SOURCE OF FUNDING FOR THIS REQUEST

CHILD NUTRITION ☐

ECIA CHAPTER 1 ☐

ECIA CHAPTER 2 ☐

EXCEPTIONAL CHILDREN ☐

JTPA ☐

MIGRANT EDUCATION ☐

SUPERINTENDENT'S SIGNATURE _____

OPERATIONAL PLAN

LEA: _____ DATE: _____

SCHOOL(S) IMPLEMENTING: _____

_____

GOALS/OBJECTIVES:

RESPONSIBILITY:

TIMELINES:

EVALUATION PROCEDURES:

FORM II

BUDGET REQUEST
FOR
MINI-GRANT

STAFF DEVELOPMENT	$
SOCIAL SECURITY	
CONSULTANT FEES	
TRAVEL	
INSTRUCTIONAL MATERIALS AND SUPPLIES	
INDIRECT COST	
TOTAL	$

Explanation for Requested Budget:

FORM III

ECIA CHAPTER 1, ECIA CHAPTER 2, & MIGRANT

PRIVATE SCHOOL PARTICIPATION

Complete this form if there are eligible private schools within the LEA boundary that wish to participate.

1. NAME OF SCHOOL	NUMBER OF STAFF TO BE SERVED	NUMBER OF STUDENTS TO BE SERVED

2. Describe the nature and extent to which representatives of private school(s) participated in the initial planning and development of this project.

3. Describe how eligible non-public school students and staff will be served in the proposed project.

LOCAL EDUCATION AGENCY RESPONSIBILITIES

- Collect basic pre- and post-test data as specified or required by the Developer/Demonstration project.
- Complete an End-of-Year Report to be returned to the NDN State Coordinator.
- Notify State Coordinator of all program training dates and training sites or changes as soon as they are established.
- Notify State Coordinator of proposed budget revisions.
- Notify State Coordinator of proposed changes in program implementation.
- Share with the State Coordinator a copy of all contractual agreements with Developer/Demonstrator.

STATE EDUCATION AGENCY RESPONSIBILITIES

- Technical assistance will be provided utilizing the NDN State Coordinator, Project Developer Demonstrators, and Regional Center Consultants.
- Coordinate trainings with another LEA to keep training costs down.
- Communicate with Developer/Demonstrators to see that LEAs get reasonable training rates to implement the program.

END-OF-YEAR REPORT FOR ADAPTOR PROJECTS

SECTION I

NAME OF SCHOOL UNIT _____

NDN PROGRAM _____ FUNDING SOURCE _____

PERSON COMPLETING FORM _____ POSITION _____

DATE _____

DIRECTIONS: Use the scale below to rate each item.

1 - Clearly above expectation

2 - Somewhat above expectation

3 - As expected

4 - Below expectation

5 - Clearly below expectation

1. We had sufficient information to make a wise decision in selecting a program to meet our needs.

   1 2 3 4 5

2. Based on the objectives of the validated program, student changes have occurred as anticipated.

   1 2 3 4 5

3. Implementation of the program enhanced the professional competence of teachers and/or administrators.

   1 2 3 4 5

4. Local personnel have been supportive.

   1 2 3 4 5

5. Effective activities were conducted to train staff.

   1 2 3 4 5

6. The demonstration site has provided good support and follow-up.

   1 2 3 4 5

7. The State Coordinator has been helpful and responsive.

   1 2 3 4 5

SECTION II

DIRECTIONS: Briefly address the following. Attach additional pages if needed.

. Describe the special benefits gained from implementing the program.

. Describe specific difficulties encountered in implementing the program.

. Describe plans for continuing the program.

. General Comments:

SAMPLE GRANTS

The attached Sample Grant Proposals may be used as a reference as you prepare your proposal. These proposals are SAMPLES ONLY and are not intended to promote the actual program.

APPLICATION FOR MINI-GRANT

NAME & ADDRESS LOCAL EDUCATION AGENCY: Sunshine County, 111 Any Street, My Home, N.C. 00099

YOUR EDUCATIONAL REGION: (1) 2 3 4 5 6 7 8

CONTACT PERSON: Ms. Im Helpful TELEPHONE: (888) 999-5555

NAME OF (NDN) DEMONSTRATION PROJECT: Student Team Learning

TOTAL BUDGET REQUEST: $ 3,770.00

NUMBERS TO BE TRAINED:

TEACHERS 8

ADMINISTRATORS 1

OTHERS 2

STUDENTS TO BE SERVED: List grade(s) and number to be served at each grade(s).

6th grade - 200

7th grade - 200

NAME OF SCHOOL(S) WHERE PROGRAM WILL BE IMPLEMENTED:

Patrick Middle School

IF PROJECT IS MULTI-UNIT, IDENTIFY THE OTHER PARTICIPATING LEAS:

SOURCE OF FUNDING FOR THIS REQUEST

CHILD NUTRITION ☐

ECIA CHAPTER 1 ☐

ECIA CHAPTER 2 ☒

EXCEPTIONAL CHILDREN ☐

JTPA ☐

MIGRANT EDUCATION ☐

SUPERINTENDENT'S SIGNATURE

II. PROGRAM ABSTRACT/STATEMENT OF NEED

Student Team Learning is an instructional approach to increase a student's positive attitude toward academic achievement, to provide concrete and abstract instructional activities, and to promote better social and racial relations by having students cooperate and work together in classrooms. Student Team Learning consists of three major techniques: Student Team Achievement Division (STAD), Teams-Games-Tournament (TGT), and Jigsaw II. All three require students to work in learning teams that are heterogeneous in terms of academic achievement, race, and sex.

This program will address the following needs which have been identified by the Sunshine County Middle School Task Force as a result of two major studies: 1.) Middle Grade Education in California, and; 2.) A two-year study of junior high schools in Michigan. The research has shown that grades 6 through 8 are the most difficult years in the emotional and intellectual development of young people. The Sunshine County Middle School Task Force recognizes the fact that middle school students face tremendous changes emotionally, socially, academically, and physically during preadolescent and adolescent life. Research indicates, and our county's task force believes, some type of team teaching (student grouping) or "schools within schools" is the best way to bridge the gap between elementary and high school. One implication of the task force which relates to Student Team Learning is the need to emphasize the "all who participate earn" concept. A second implication closely related to Student Team Learning is "encourage, and emphasize group and team competition."

The Sunshine County Middle School Task Force and the staff of Patrick Middle School are also concerned about having a balanced curriculum which is child-centered and addresses the physical, cognitive, psychological, and

social development of children. We feel, too, that Student Team Learning gives attention to the varied learning modalities that students bring to the learning process. We strongly feel that Student Team Learning is an instructional intervention that will motivate students to stay in school, thus being a process that will address a multiplicity of adolescent needs.

III. IMPLEMENTATION

Student Team Learning addresses our need to increase student academic achievement and to advance better social and racial relations by having students concur and perform together in their classrooms and environments. Our school and district have identified needs for improvement of basic academic learning and/or improvement of affective and cognitive skills and racial relations.

Services this program provides include an introductory 1 to 2-day teacher training workshop for an entire staff that will empower teachers to fulfill the Student Team Learning processes (TGT, STAD, and JIGSAW) in their classrooms and environments. This initial training simulates the use of the processes in the classrooms and environments. Teachers and staff form teams, work cooperatively, interlock in tournaments, take quizzes, and acquire team rewards. Based on this training, selected teachers (a total of eight) choose one classroom or one unit of study in which to utilize Student Team Learning for 9-18 weeks. After evaluating the effects on student achievement, cognizance, and/or social affinity, teachers embark on another 9-18 week implementation quarter with the same or another classroom, in the same subject or another subject or unit of study, and sustain this cycle of recourse throughout the school year.

Our coordinator of this program will be Ms. Im Helpful, Assistant Principal of Patrick Middle School. Ms. Helpful is directly responsible for curriculum and instruction in academic subjects, concurrently with scheduling, discipline, transportation, and sundry areas of administration. She will extricate acquisition of requisite materials, substantiation of a time line, organization of teacher and staff training and instigation of follow-up.

IV. ANTICIPATED BENEFITS AND RESULTS

Patrick Middle School in Sunshine County anticipates that the students would benefit in a positive manner from the Student Team Learning approach. Benefits and results would be demonstrated through pre and post surveys, local testing, teacher observations, class participation, and an increased interest in subject material.

V. DISSEMINATION

Student Team Learning will be implemented throughout departments or teams with a minimum of eight teachers participating. The results will be shared with other faculty and staff members. We will be delighted to make this project available to other LEAs in our region and across the state.

OPERATIONAL PLAN

LEA: Sunshine County DATE: October 23, 1987

SCHOOL(S) IMPLEMENTING: Patrick Middle School

GOALS/OBJECTIVES:

1. To provide a comprehensive in-service program to insure teachers' successful implementation of program.
2. To acquire materials/resources in math, language arts, science, and social studies which can be shared among the faculty.
3. To increase students' time spent in concrete and abstract instructional activities.
4. To foster an increased positive attitude toward academic achievement by students.
5. To increase students' knowledge in the areas of language arts, math, science, and social studies.
6. To promote better social and racial relations among students.
7. To motivate students to stay in school as well as attend school.

RESPONSIBILITY:

1. NDN Project Director
2. Assistant Principal, Classroom teachers
3. Assistant Principal, Classroom Teachers
4. Classroom Teachers
5. School Staff, Classroom Teachers
6. School Staff, Assistant Principal, Classroom Teachers, Counselors
7. School Staff, Assistant Principal, Classroom Teachers, Counselors

TIMELINES:

Jan. 1988-contact trainer for possible training date.
Feb. 1988-Teachers will get together for 2 days, strategize and plan for implementation
Mar. 1988-Project will be implemented with a minimum of 8 teachers.
May 1988-Evaluation of project.

EVALUATION PROCEDURES:

1. Attendance at Training Activities
2. Assessment of materials based on current inventory
3. Pre and Post Surveys; Tournaments
4. Pre and Post surveys; Teacher observations
5. Pre and Post surveys; Local school testing; Teacher observation; Tournaments
6. Teacher Observation
7. Teacher class rolls will be used to see if there was a decrease or increase in absenteeism after STL.

FORM II

BUDGET REQUEST
FOR
MINI-GRANT

STAFF DEVELOPMENT	$ 1,040.00
SOCIAL SECURITY	100.00
CONSULTANT FEES	600.00
TRAVEL	30.00
INSTRUCTIONAL MATERIALS AND SUPPLIES	2,000.00
INDIRECT COST	
TOTAL	$ 3,770.00

Explanation for Requested Budget:

A. Staff development expenses will cover substitutes for approximately 8-10 teachers to participate in the two-day training for Student Team Learning (a rate of $52 a day for certified subs.)

B. This budget includes request for project manuals, project materials (Math, L. Arts and Science Objectives relative to STL), etc., in order to use the process effectively.

C. The purchase of ribbons, medals, etc., is necessary in order to enhance STL's team tournaments. This is a way to reward/motivate students.

ECIA CHAPTER 1, ECIA CHAPTER 2, & MIGRANT

PRIVATE SCHOOL PARTICIPATION

Complete this form if there are eligible private schools within the LEA boundary that wish to participate.

1. NAME OF SCHOOL	NUMBER OF STAFF TO BE SERVED	NUMBER OF STUDENTS TO BE SERVED

2. Describe the nature and extent to which representatives of private school(s) participated in the initial planning and development of this project.

3. Describe how eligible non-public school students and staff will be served in the proposed project.

APPLICATION FOR MINI-GRANT

NAME & ADDRESS LOCAL EDUCATION AGENCY: Any County, 111 Main Street, Your City, N.C. 99877

YOUR EDUCATIONAL REGION: 1 2 3 4 5 (6) 7 8

CONTACT PERSON: Mr. I.M. Boss TELEPHONE: (111) 222-3344

NAME OF (NDN) DEMONSTRATION PROJECT: KIDS KITS

TOTAL BUDGET REQUEST: $ 4,500.00

NUMBERS TO BE TRAINED:

TEACHERS 7

ADMINISTRATORS 1

OTHERS 2

STUDENTS TO BE SERVED:
List grade(s) and number to be served at each grade(s).
Grade 1 - 117
Grade 2 - 94
Grade 3 - 97
Grade 4 - 86
Grade 5 - 96

NAME OF SCHOOL(S) WHERE PROGRAM WILL BE IMPLEMENTED:

Young Elementary School

IF PROJECT IS MULTI-UNIT, IDENTIFY THE OTHER PARTICIPATING LEAS:

SOURCE OF FUNDING FOR THIS REQUEST

CHILD NUTRITION [ ]
ECIA CHAPTER 1 [ ]
ECIA CHAPTER 2 [X]
EXCEPTIONAL CHILDREN [ ]
JTPA [ ]
MIGRANT EDUCATION [ ]

SUPERINTENDENT'S SIGNATURE

I. ABSTRACT

KIDS KITS (Kids Interest Discovery Studies Kits), organized sets of multi-media materials, are designed to elicit active student involvement in higher levels of thinking and independent learning. Elementary students of all abilities are motivated to ask and answer questions on topics of interest to them. Each kit includes high interest materials which vary in terms of difficulty and learning style. Kits can be used in a library media center, in the classroom, or in special program areas. By promoting an atmosphere of sharing and cooperative learning, the program allows students of different learning modalities to come together to pursue their common interest.

In conjunction with the use of these kits, students will produce media projects which will be used for reporting about the topics. Selections from student projects will be incorporated into the kits during the year.

II. STATEMENT OF NEED

Young Elementary School in Any County has a student population of 588 in grades K-5. Of that number 208 children have been identified as educationally deprived and are served by a Chapter I reading teacher and two tutors. Thirty-nine children with various exceptionalities are pulled out of classes to meet with the resource teacher on a varying schedule based on their needs. Concern has been expressed by the faculty at the low CAT scores of these Young students.

Fifty students participate in the talented and gifted program. An itinerant teacher meets with the students for two hours each week. The focus of the program is a multi-area enrichment approach; there is a demand for materials of increasing difficulty to challenge these students.

As a result of a recent evaluation undertaken as part of the Southern Association accreditation process, the media coordinator and faculty identified a need for media center materials on differing ability levels and materials

encouraging independent learning. Print materials are provided in quantity, but subject areas are in need of updating. Although there is a small nonprint collection, most of the materials are outdated, in poor condition, or cover only a small portion of the curriculum. The nonprint collection particularly requires expansion in terms of subjects covered, formats represented, and levels of difficulty.

Although the materials purchased for the KIDS KITS would be used for children of all ability levels, the kits would serve the academically gifted students well by stimulating and strengthening their research and production skills. Children with exceptionalities or reading difficulties would have access to materials appropriate for their ability levels and learning styles. In addition, all children in the school would have the opportunity to identify subjects of interest to them and would have access to a variety of print and nonprint materials for use in the classroom and media center.

III. IMPLEMENTATION

KIDS KITS, a nationally validated program for grades 1-6, will provide an opportunity for Young's students to improve their skills in locating, using, and applying information in various subject areas. It will assist students in finding high-interest print and nonprint materials on their appropriate ability levels. In addition, students will be encouraged to produce materials (charts, transparencies, filmstrips, etc.) that may be added to the KIDS KITS. With implementation of the program and utilization of these materials, all students, regardless of ability, will have the opportunity to become successful learners.

Adoption of the program requires a one-day training session for the principal, the media coordinator, the media director and a teacher from each grade level. Dr. Katherine Felknor or trainers from the state demonstration

site will provide information on kit development, program operation and management, student activities, teacher in-service, and program evaluation. Assistance will be provided in developing an interest inventory for kit content. Actual KIDS KITS will be available for examination.

Teachers not participating in the one-day session will receive 1-4 hours of in-service focusing on student activities and local management procedures. These sessions will be conducted by the Young Elementary media coordinator with the assistance of the media director.

The Any County Director of Media Services has the overall responsibility for coordination of the program and will assist in planning, training, and evaluation of the project.

IV. ANTICIPATED BENEFITS/RESULTS

As a result of participating in the KIDS KITS program students will:

1. Display more interest and enthusiasm for research activities,
2. Become more familiar with materials in the media center,
3. Use a greater variety of learning resources,
4. Become more involved in the production of media to share information,
5. Become more independent, self-directed learners,
6. Develop higher level thinking and questioning skills, and
7. Improve their language, reading, and media skills.

V. DISSEMINATION

After the program has been implemented and evaluated, information on the use of KIDS KITS will be shared with the elementary media coordinators in Any County. Each of the elementary schools will be encouraged to participate in the KIDS KITS project. Assistance will be provided by the Any County Director of Media Services and the Young Elementary media coordinator.

We will be willing to share our results with other schools in the region and the state.

OPERATIONAL PLAN

LEA: Any County DATE: October 16, 1987

SCHOOL(S) IMPLEMENTING: Young Elementary School

GOALS/OBJECTIVES:

1. Conduct training for selected teachers and media coordinator.
2. Conduct faculty and student interest inventory.
3. Select and purchase materials for 8 KIDS KITS.
4. Use KIDS KITS with students and note the progression of the four phases of student involvement: exploration, in-depth study, application, and sharing.
5. Evaluate the program.

RESPONSIBILITY:

1. Dr. Katherine Felknor or state demonstration site personnel
2. Media coordinator and faculty
3. Media coordinator and Media Advisory Committee
4. Faculty, media coordinator
5. Media supervisor, media coordinator, principal, faculty, students

TIMELINES:

1. January 1988
2. February 1988
3. March 1988
4. January 1989
5. May 1989

EVALUATION PROCEDURES:

1. Training evaluation survey
2. Survey of resources to determine needed materials
3. Kit development worksheet to ascertain adequacy of materials for identified subject areas
4. Observation of student use, kit circulation figures
5. Student and faculty evaluation sheets, interviews, test scores, and observation of media utilization

FORM II

BUDGET REQUEST
FOR
MINI-GRANT

STAFF DEVELOPMENT	$ 336.00
SOCIAL SECURITY	25.23
CONSULTANT FEES	225.00
TRAVEL	484.00
INSTRUCTIONAL MATERIALS AND SUPPLIES	3,362.12
INDIRECT COST	67.65
TOTAL	$ 4,500.00

Explanation for Requested Budget:

Employment of substitutes for one day = $336.00

7.514% Social Security = $25.23

Consultant fee for one day's training = $225.00

Airline fare for consultant = $484.00

Materials for 8 KIDS KITS = $3,362.12

Administrative cost = $67.65

ECIA CHAPTER 1, ECIA CHAPTER 2, & MIGRANT

PRIVATE SCHOOL PARTICIPATION

Complete this form if there are eligible private schools within the LEA boundary that wish to participate.

1. NAME OF SCHOOL	NUMBER OF STAFF TO BE SERVED	NUMBER OF STUDENTS TO BE SERVED

No private schools wish to participate.

2. Describe the nature and extent to which representatives of private school(s) participated in the initial planning and development of this project.

3. Describe how eligible non-public school students and staff will be served in the proposed project.

MEMORANDUM

Date: October 19, 1988

TO: Private Schools

From: Penny S. Pearl
Curriculum Development Specialist
Dees Elementary School
111 Picka Street
Sweet Home, N.C. 55555

RE: ECIA Chapter I Application

This is to inform you of a request for funding of a mini-grant for KIDS KITS (Kids Interest Discovery Studies Kits). These are organized sets of multi-media materials designed to elicit active student involvement in higher levels of thinking and independent learning.

KIDS KITS are to be used with Chapter I reading students. Training for teachers will be available.

If your school wishes to participate, please respond by December 4, 1988. Thank you.